DOCUMENT RESUME

ED 086 222 IR 000 074

TITLE	School Library Resource Centres. Recommended Standards for Policy and Provision. A Supplement on Non-Book Materials.
INSTITUTION	Library Association, London (England).
PUB DATE	72
NOTE	15p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Facility Guidelines; Facility Requirements; Financial Needs; *Guidelines; Guides; Instructional Materials Centers; *Instructional Media; Library Expenditures; Organization; Personnel Needs; *Resource Centers; *School Libraries; *Standards
IDENTIFIERS	Great Britain

ABSTRACT

This document has been issued as a supplement to "School Library Resource Centers: Recommended Standards for Policy and Provision" because it was felt that the original document did not sufficiently deal with non-book materials. Detailed consideration is given to the functioning, financing, organization and administration of a school resource center in England in relation to non-print media. Guidelines for software and hardware holdings are also outlined according to grade level and size of the school. The facilities, staff and support services necessary for efficient operation are enumerated. (JG)

FILMED FROM BEST AVAILABLE COPY

ED 086222

School Library Resource Centres

Recommended Standards for Policy and Provision

A Supplement on Non-book Materials

IR 000 074

THE LIBRARY ASSOCIATION 1972

ED 086222

SCHOOL LIBRARY RESOURCE CENTRES

Recommended Standards for Policy & Provision

A Supplement on Non-book Materials

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE LIBRARY ASSOCIATION
1972

© THE LIBRARY ASSOCIATION 1972
7 RIDGMOUNT STREET, LONDON WC1E 7AE

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Editor of Publications
Library Association

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

SBN: 85365 066 7

Printed by Warners (Midlands) Ltd., Bourne & London.

CONTENTS

	Page
Members of the Working Party	4
Introduction	5
Finance, Organisation and Administration	5
Stock	7
Accommodation	9
Staffing	10
Support Services	11
Glossary	12
Index	13

THE MEMBERS OF THE LIBRARY ASSOCIATION'S WORKING PARTY
(who produced the Report on behalf of Council)

Mr. N. W. Beswick *(Chairman)*	*Research Officer — Schools Council Resource Centre Project.*
Mrs. G. V. Barton	*The Youth Libraries Group of The Library Association.*
Mr. R. P. A. Edwards	*School Libraries and Resources Adviser, Leicestershire.*
Mr. R. Fothergill	*Formerly Research Fellow on Resource Centres in Colleges of Education, National Council for Educational Technology. Now Educational Technology Officer, Newcastle upon Tyne Polytechnic.*
Mr. K. A. Wood	*The Youth Libraries Group of The Library Association.*
Mr. G. J. Griffiths *(Secretary)*	*The Library Association.*

Introduction

1. This supplement has been produced as an addendum to *School Library Resource Centres: Recommended Standards for Policy and Provision*, as it was felt that the field of non-book materials had not been sufficiently explored.

2. It is now commonly accepted that books and non-book materials, including material in stencilled and photocopied form, complement and support each other, and should be regarded as part of a unified collection. The appearance of non-book materials as relevant and valuable sources of information and stimuli, compels the library to extend its range so that it will continue to fulfil its natural role as a centre for learning, able to exploit all available methods of communication. Pupils will also wish to communicate their ideas in non-print formats and, therefore, facilities for this will have to be provided.

3. The functions of the school library resource centre include the provision of all kinds of learning material for pupils, and teaching material for the staff. As a communication centre, it should give information on resources available in other parts of the school, from other service agencies (e.g. local authority school library services, other branches of the public library service, museum services and zoos) and from among the local community, as well as in its own stock. It should also offer facilities for making such material, in a variety of media, by both pupils and staff. The range of materials will cover all which offer information and stimulus for learning experiences.

4. The school library resource centre and its staff should, therefore, be able to:

(a) (i) assist in providing a comprehensive source of learning material in different forms for use by pupils individually and in small groups. This material will be collected and arranged partly in the form of structured kits and partly as individual items. It should satisfy curricular, cultural and supplementary requirements, and offer opportunities for loan for use at home;

(ii) provide a store of material and equipment for use by teachers and pupils in classrooms.

(b) catalogue and classify all relevant learning and teaching material available within the school, and possibly to maintain a subject index of outside sources appropriate to the current needs of the curriculum. The catalogue should be readily available in the library resource centre.

(c) acquire and disseminate comprehensive information to all staff on materials and curricular developments and in co-operation with the school staff, be a co-ordinating agency for curricular development within the school as well as maintaining liaison with appropriate outside bodies.

(d) be available for the staff to consult on the selection of appropriate material to achieve their teaching objectives.

(e) provide opportunities for staff and pupils to learn how to use the relevant educational material, and training in the exploitation of the facilities of a school library resource centre.

(f) provide facilities for the production of material within the school by staff and pupils.

(g) act as the agency for the organisation of the maintenance of relevant technical equipment for the school.

5. The performance of these activities will require co-operation, and the professional skills of the chartered librarian, the teacher, and producer/technician.

Finance, Organisation and Administration

6. The development from school library to school library resource centre is still in its formative stage in most schools, and it is unlikely that any one pattern of organisation will be acceptable to all. Nevertheless, the school library resource centre should be organised as a unit and be concerned with all relevant teaching and learning materials throughout the school. (This refers to those items of equipment and materials which may be used in the process of communication.) The setting up of new school library resource centres and their development from existing school libraries must be aligned with the basic educational aims of the school and be responsive to developments in related institutions.

Acquisition of stock

7. Efficient ordering and accessioning methods are essential. Perhaps the best way of ensuring this would be an extension of the present centralised book purchasing schemes operated by some local authority school library services to include non-book materials. It might be considered appropriate to include bulk purchase of stocks of films, audio-tapes, acetate sheets and relevant materials. In the absence of such a centralised service, it is important that the ordering and acquisition of stock be under the control of one person. The procedures followed in these circumstances should be according to an agreed pattern suggested by advisers or others within the local education authority. This will not only avoid duplication of routine ordering work but will also ensure a basic uniformity of treatment for stock and will make for continuity when staff change.

Centralisation of stock

8. Physical location of materials must depend on need and also on the facilities for use in any given area. All relevant learning materials should be under the control of the school library resource centre. Details of the existing stock in subject departments or audio visual aids centres within the school should be included in a central catalogue so that staff and pupils are aware of their total holdings. Facilities for use of material in locations other than the school library resource centre should be provided, and sufficient housing for temporary loan collections for the day-to-day needs of different subject departments. Materials not in constant use should be held in the school library resource centre and available for loan.

9. Selection of materials for school library resource centres should be made in close collaboration with the teaching staff so that the materials are relevant to their educational objectives and curricula. A logical development may be that local education authority audio visual collections should be administered by the local authority school library service and the stock organised as a whole. Further additions to this collection should be made in consultation with the appropriate advisers, representatives from the schools, and relevant local subject and specialist associations, e.g. teacher audio visual aid groups.

Retrieval and information systems

10. All material should be recorded to ensure its quick and efficient retrieval. A retrieval system might include a catalogue containing in one sequence information about the materials in all the media in the collection, as well as other means of indexing them. The system might include references to services and materials outside its own stocks, e.g. films which may be hired.

Multi-media storage

11. The approach to material will largely be by subject. The accommodation of different media in close proximity makes it less likely that items will be overlooked and, with certain types of physical form, facilitates comparison. Equipment for appraisal should be located near by. Shelving policy will need to be decided at an early stage in the setting up of a school library resource centre since it will have implications for storage, equipment and the layout of the centre.

Production and reproduction

12. The centre should be responsible for the production of materials to suit particular teaching needs. As these materials will form part of curriculum development schemes within the school, information regarding them may be usefully fed outwards to teachers' centres and the local authority school library service. Many of the materials will need to be organised in structured learning packages and close co-operation with the staff is required in deciding the contents of these units. These will need constant amendment after evaluation, and the removal of outdated and irrelevant items. Production should be undertaken within the centre since constant reference to existing stock will be necessary and uniformity of format and presentation will be essential. The production unit may need to be in a separate room to avoid disturbance to those using the centre for study and selection, and should be available to both staff and pupils. Reprographic facilities should be present in the school library resource centre together with facilities for the off-air recording of school radio broadcasts and where possible school television programmes. Combinations of tape recording apparatus should be available to give staff and pupils the opportunity to develop 'sound' materials as fully as possible. For photographic facilities, the provision of cameras and filmstock is more important than a dark-room, though such a room should be provided in school library resource centres in larger schools. Provision should be made for storage of duplicating and other materials for the production unit. The organisation of these facilities, together with the storage of machinery for use with these materials, should be the responsibility of the production/technical assistant, working closely with the chartered librarian. Copies of original print, film and sound materials produced within a school should, where appropriate, be made available through the local authority school library service for use in other schools, teachers' copyright being protected where required.

Machines

13. The centre should control all the audio visual equipment in use in the school, and organise its maintenance and repair. Machines should be the responsibility of the technician who could offer advice on their use, where necessary, both to pupils and staff.

Finance

14. The financing of the school library resource centre in a local education authority will be divided between individual schools and the essential supporting services including the local authority school library service, museums and teachers' centres. The cost of setting up a school library resource centre including furniture, fittings and stock, whether in a new or an existing school, should be met by a capital grant. The physical accommodation will normally be costed as part of the whole building project or extensions, but there should also be separately designated sums for equipment and materials. There is relatively little experience as yet on which to base quantitative standards, but for the successful operation of any school library resource centre such experience as there is suggests the following minimum levels:

Primary schools		
(350 pupils)	Capital expenditure:	£1,000 equipment £500 materials
	Recurrent expenditure:	£2·50 per head
Secondary schools		
(a) 500 pupils	Capital:	£2,500 equipment £1,500 materials
(b) 1,000 pupils	Capital:	£4,000 equipment £2,200 materials
	Recurrent expenditure:	£3·00 per head

15. These figures, which are minima and exclude books and their storage, are based on the assumption that the school has no equipment or materials of any kind. Consideration for increasing these minima will need to be given in certain situations, such as special schools, which find non-print materials particularly valuable in their work. Though it must be emphasised that much of the equipment will be used in teaching areas and elsewhere as well as in the school library resource centre itself, the figures do not include the cost of that allocated specifically to certain teaching areas. It is recommended that the figure for recurrent expenditure should be allocated direct to the school library resource centre where the Organiser (see paragraph 38) may decide to keep it as a total sum under his control or allocated between departments as a bank account; it should be a separate funding from the book grant. The introduction of non-book materials will require an increase in the local authority school library service grant. Where this is financed on a capitation basis, the present figure should be increased by £1·50.

Source information

16. No school library resource centre can stock all the materials it will need. Information about materials can be obtained from bibliographies, periodicals, publishers and organisations. Bibliographies and guides issued by The Library Association, the School Library Association and many public libraries, are useful for books while the catalogues produced by the Educational Foundation for Visual Aids which are kept up-to-date in *Visual Education* are essential guides to all forms of non-book material. The centre will need to maintain a file of publishers' catalogues for all forms of materials and should receive regular information about publications and activities from such organisations as the Schools Council, the National Council for Educational Technology, the National Committee for Audio-Visual Aids in Education, the National Foundation for Educational Research, the Centre for Information on Language Teaching, the National Association for the Teaching of English, the Association for Programmed Learning and Educational Technology, the British Broadcasting Corporation and the Independent Television Authority. The local authority school library service should also provide source information and include non-book material in its exhibitions. Local and national curriculum development groups and specialist local organisations such as records offices, museums and field study centres should have each school library resource centre on their mailing lists. The school library resource centre could usefully compile its own classified loose leaf guide to sources and distribute copies to appropriate staff. Such a guide should includes details of films and other material for loan or hire from outside organisations.

Communication from the school library resource centre

17. If full and efficient use is to be made of the centre and supporting services, all staff in the school must be kept fully aware of its development and of additions to its stock. Only continuing co-operation between the staff of the school library resource centre and the teachers can ensure that full use is made of the facilities, and such co-operation is dependent on information. It is also essential that local education authority advisers, especially those responsible for audio visual aids, local authority school library service staff and teachers' centres are advised of developments within each school library resource centre. Similarly, the local authority school library and audio visual services should keep the schools advised of their activities.

18. There should be adequate telephone installations linking the school library resource centre with the rest of the school and with the public telephone system.

Stock

Provision and use

19. In paragraph 14, an allocation of money was recommended for the purchase of non-book materials. Bearing in mind that the demands of curricula are constantly varying, and that different subjects require a different range of materials, it is considered that it would be inadvisable to stipulate the quantity of each medium that will be necessary. It is suggested that each school library resource centre should contain a suitable amount of each of the following types of material (excluding books and periodicals which are dealt with in the main document) depending on the needs of the teaching staff.

Duplicated material
Prepared stencils and masters
Pamphlets
Cuttings
Portfolios
Maps and charts
Photographs
Wallcharts
Art Prints
Illustrations
Audiotapes
Gramophone records
Globes
Relief models
Games
Realia
Slides
Filmstrips
*Overhead projector transparencies
*Microforms
Film (8mm)
*Film loops
*Videotapes

*At the present time, smaller schools may not be able to afford the equipment to support these starred items, but their educational potential is considerable.

20. Certain items may be organised combined together, as tape-slides, or purchased as a complete kit. Although some school library resource centres may wish to hold 16mm films, these are very expensive and are better borrowed from outside sources.

21. In addition to the stocks held in the school library resource centre, further sources of supply of these and other media should be available through the supporting services, administered by the local authority school library service; see paragraphs 9, 42-48.

22. For the exploitation of these materials, certain pieces of equipment will be necessary in the information service area of the school library resource centre. Most non-book materials can be used in the normal learning spaces of the school library resource centre and require no extra room. Projected formats and large screen displays, can, however, cause distraction and will need special sound-proofed carrels. Some pieces of equipment need electric supplies, and a considerable number of points should be supplied at appropriate heights. The quantities are suggested as minima and supplementary to those pieces of equipment used outside the school library resource centre.

	Primary	*Secondary*
Mains/battery or natural light viewers for slides and filmstrips	1 per 40	1 per 50
Mains/battery audio-tape machines for playback with headphones	1 per 30	1 per 50
Record players (if required) with headphones	1 per 150	1 per 300
Vertical light boxes (for appraisal of slides, filmstrips, overhead projector transparencies)	1	2
Readers for microforms	0	1 or more
8mm projectors	3 special carrels*	3 special carrels* per 250 students
Film loop projectors		
Videotape recorders and monitors with trolleys		
Slide projectors which can be used with tape synchronisers		

*Each special carrel should have a minimum working surface of 9 square feet (2·74 square metres). A suitable quantity of the bracketed equipment should be available for use in these spaces.

23. Simple suspension devices should be supplied for holding charts so that they can be considered for use outside the school library resource centre. If they are required for study by pupils, they should be separately exhibited on appropriate walls or display boards in the school library resource centre. Museum cases are useful for the display of realia and specimens. Table surfaces for sorting and studying printed materials, portfolios, models and realia are essential, but should already be provided in the school library resource centres which reach the standards of working space indicated in *School Library Resource Centres: Recommended Standards for Policy and Provision.*

24. Much work will require teachers and children studying materials together in small or large groups, and suitable situations should be provided. These may be booths for listening and viewing in small numbers, or adjacent rooms to which materials can be taken with the relevant equipment for use within larger groups.

Production service

25. It is suggested that the following production services should be available through the organisation of the school library resource centre. Specifications and numbers of equipment have not been stipulated, as local needs and conditions vary widely and, of course, there are advisers and local and national advisory bodies, e.g. the National Audio-Visual Aids Centre, who can be approached.

(a) *Reprographic*

Teachers need facilities to duplicate multi copies and single copies of material for distribution. A service should also be provided for the making of overhead projector transparencies. The following apparatus is suggested as a reasonable lead taking into account the size and nature of the school. It is recognised that these facilities may be shared with the school administration.

	Primary schools	Secondary schools with up to 800 pupils	Secondary schools with 800 pupils and over
Spirit duplicator	√	√	√
Ink duplicator	√	√	√*
Offset duplicator			√
Chemical diffusion transfer photo-copiers		√	√
Heat copier	√	√	√
Electronic scanner		√†	√*
Electrostatic copier			√

*If an offset duplicator is available, an ink duplicator might not be necessary, and in this case the electronic scanner would also be omitted.

†Although a heat copier can produce stencils for ink duplication, if multi-colour duplication is required a scanner is essential.

(b) *Sound*

Facilities for the following activities should be available.

	Primary schools	Secondary schools with up to 800 pupils	Secondary schools with 800 pupils and over
Gramophone to tape	√	√	√
Radio to tape	√	√	√

Open spool tape to open spool tape	√	√	√
Open spool tape to cassette	√	√	√
Studio microphone to tape		√	√
Portable microphone to tape	√	√	√
Mixing			√

Reception from television and radio broadcasts (including VHF) is much improved if external aerials are provided. Such aerials may be essential in certain areas. It is envisaged that the school library resource centre would provide facilities for live reception of broadcast services as well as off-air recording. It should be possible to disseminate such broadcasts and any internally produced programmes within the school library resource centre and possibly throughout the school.

(c) *Photographic*

Equipment and materials, including a heat sealer, should be provided to enable staff and pupils to use still and ciné photography in the production of learning materials and in creative work. Producing materials of good quality requires skilled technical help. Links with an organisation, e.g. the teachers' centre, which provides a slide copying service are important.

(d) *Television*

The technical facilities of the school library resource centre may play a major part in the making of videotape materials. The school library resource centre may hold a camera and associated materials for the use of teachers and pupils in exploiting the creative and learning potential of television.

Accommodation

26. In addition to the main area of the school library resource centre, described in the original document, the development of multi-media learning requires the provision of extra space. There will be a need for an equipment store which may be linked with off-air recording, a reprographic and duplicating area, an extension of the working area for staff and of the space given to the study of materials and their storage. Account should be taken of the need to transport heavy and cumbersome equipment in the planning of the whole school.

Primary Schools

27. Some of the facilities described in this section will be needed by primary schools but space and economic consideration may preclude their being provided in full at present. As teachers will nevertheless require these facilities some co-operative arrangements should be made with teachers' centres and adjacent secondary schools.

Middle and Secondary Schools
Facilities for studying materials

28. The retrieval system for all materials should be readily accessible to staff and pupils and sited near the central point of the school library resource centre. It should be borne in mind that some apparatus will be required for browsing and rapid appraisal of some materials.

29. In paragraph 22 carrel space was recommended for study. This should be noted in the planning of the layout of the area. There may be areas already associated with the school library resource centre such as sixth form accommodation or a humanities complex with facilities for group study for group sizes varying from 4 to 15 pupils. Taking these into consideration it is recommended that an area, either flexibly or rigidly divided, should be available for such groups for listening and viewing, as well as for other shared work.

Storage

30. In considering methods of storage of materials account should be taken of degrees of access, suitability for browsing, security, format and special physical conditions needed. (It should be noted that recordings on audio and videotapes can deteriorate if they are stored in close proximity to magnetic fields, e.g. that produced by an electric motor.) Expert advice or detailed planning should be taken from the appropriate local and national advisory sources.

Audio visual workroom

31. Facilities for off-air recording should be provided here. Tungsten lighting is recommended as noise interference has been experienced with fluorescent tubes. There should be good ventilation. The room should be securely lockable as portable equipment will be stored here. Strong open racking with generously spaced shelves should be provided for equipment storage. Work benching, at least 10 feet (3·05 metres) in length, with under bench cupboard storage for software and other materials is required. Power points should be provided above bench height. Floor space must be allowed for the storage of trolleyed and large equipment. A minimum area of 300 square feet (27·86 square metres) is recommended (this area in lieu of "Visual aids storage and workroom" para. 55b in the main document). If there is no dark room already provided in the school an area immediately adjacent to the audio visual workroom should be considered.

Planning and reprographic area

32. Learning materials need careful preparation and organisation, whether they are to be used in the centre or elsewhere, and therefore space and facilities need to be provided for this. In making the materials the presence of expert advice and assistance is an asset to the teacher. An area should

therefore be provided which will include space for a group of teachers to work together with resource centre staff. They will need adequate working surfaces for preparing layouts, and storage for paper, stencils, acetate and other materials.

33. A production area with benching and power points above will be needed for photocopying apparatus. The noisy and smelly machinery should be adequately partitioned off. If there is no sound recording studio in the school a simple acoustically lined booth can be constructed in this area.

34. Good lighting and ventilation should be provided. A sink with hot and cold running water (and towel rail) is essential. Generous work benching will be required to take the equipment and to allow for adequate work area beside the equipment. Generous wall display surfaces are necessary.

35. For the above a minimum area of 500 square feet (46·44 square metres) is recommended (this is additional to the total area recommended in paragraph 55(b) of the original document) but if adequate planning facilities have not been provided for staff in departmental areas this should be extended.

Total accommodation

36. Taking into account the recommendations of paragraph 55(b) of *School Library Resource Centres: Recommended Standards for Policy and Provision*, it is now suggested that the minimum accommodation for a middle or secondary school of eight form entry should be:

Main library	2500 square feet (232·2 sq. metres)
Librarian's workroom	150 square feet (13·93 sq. metres)
Audio visual workroom	300 square feet (27·86 sq. metres)
Planning and reprographic area	500 square feet (46·44 sq. metres)
Facilities for studying material	750 square feet (69·66 sq. metres)
Total	4200 square feet (390·1 sq. metres)*

*Metric equivalents throughout the document are to the nearest 2nd place of decimals.

Staffing

37. Growing curricular and other demands on the school library resource centre require a variety of extra skills which in present circumstances it is not reasonable to find in one person. It should be a team effort, enlisting the help of many specialists and very closely integrated with the total work of the school. There may be in some cases, especially in large schools, a senior member of the teaching staff in overall charge of resources in the school while in other cases this responsibility may devolve on the Organiser of the library resource centre.

38. It is suggested that the following staff are required for the day-to-day running of the school library resource centre.

(a) *Organiser of the library resource centre*
The skills required are those connected with:
information storage and retrieval;
selecting items to be purchased or borrowed from outside;
stock editing;
organising and disseminating productions;
organising lending systems;
advising pupils in their choice and use of materials for their work;
giving advice on source materials and other information to both staff and pupils;
providing displays and lists;
establishing links between other information services and the school.
The core of these skills is information retrieval, organisation and dissemination, which predisposes it towards the training of the level received by a chartered librarian. However, it is essential that such an appointee should have knowledge of, or rapidly make himself acquainted with, the fundamentals of the educational process.

(b) *Production/Technical Assistance*
The skills required for this work are those connected with:
sound recording;
video recording;
photographic techniques;
graphics and design;
simple maintenance of equipment;
organising distribution of equipment;
advice on the use of the equipment to staff and pupils.
There is a course leading to City and Guilds Certificate (course 419) which trains for these skills and techniques, and some colleges of art are also producing suitably qualified people for these positions.

(c) *Clerical Assistance*
The skills required for this position are:
typing;
duplication and use of reprographic apparatus;
general clerical skills;
shelving and maintenance of stock in sequence.

39. Although the staff outlined above will be directly responsible for the library resource centre, the active involvement of all the teaching staff is essential if the materials and opportunities provided by them are to be fully exploited. Consultation will be needed on the choice of items included in the collection, and in evaluating the educational effectiveness of the selection of materials and equipment. The continuing participation of the teaching staff in the learning activities of the pupils within the centre is most important.

40. The library resource centre is part of the facilities of the school which offer learning opportunities. Organisation of learning activities will be constantly changing depending on particular requirements and any developments in the curricula that may be taking place. While the initiative for this will probably stem from the individual teacher with his particular pupils, the overall organisation of curricula may be the responsibility of a senior member of staff. The school library resource centre is a service agency for all educational activities and through its Organiser should be closely involved in curricular developments. The Organiser should have a status commensurate with that of a head of an important department.

Levels of staffing

41. Taking into account the levels of staffing recommended in paragraph 34 of *School Library Resource Centres: Recommended Standards for Policy and Provision*, the total recommended minimum allocation of staff should now read:

Number of pupils	*Professional staff*	*Clerical staff*
800-1000	1 librarian	
	1 production/technical assistant	1
1000-1500	1 librarian	
	1 assistant librarian	
	1½ production/technical assistants	1
1500 and above	1 librarian	
	2 assistant librarians	
	2 production/technical assistants	2

Support Services

The nature of support services

42. Each school will need to call upon outside sources to provide material and services to reinforce the facilities available through the school library resource centre. The backing agencies will loan material, provide information and offer a variety of other services which it is more economic to distribute from a central source. The staff of the school library resource centre should be responsible for co-ordinating these services within the school and for disseminating information about them.

Organisation

43. It should be expected that the most immediate support service to the school will be the teachers' centre. The centre should be aware, through curriculum development discussion, of the particular needs of its catchment schools, and should provide opportunities for the co-operative production and inter-lending of materials and dissemination of information.

44. It must be remembered that many of the materials which teachers may wish to copy from published sources are subject to copyright and the necessary permission should be obtained (See *Rights in Recorded Material;* National Council for Educational Technology 1969).

45. A further supporting service should be provided by the local education authority to extend the range of the provision of materials, information and production that are needed. Further services should include the local authority school library service and other collections of material maintained independently. The activities of these services will probably incorporate: borrowing facilities for teachers and pupils; the mounting of exhibitions; the provision of information; the production of resources. A central classification, cataloguing and indexing service would ensure continuity and uniformity of practice within the institutions of the local education authority, resulting in economy of administration. The established advisory service of the local education authority can usefully form an integral part of this organisation.

46. As a further development, a regional resource centre may be envisaged which offers such advisory, research and production facilities which would be more economically provided to a group of local education authorities. All these supportive services need to be involved with each other through a two-way flow of information, between points in a network.

Communications

47. Support services are sometimes underused by teachers who are insufficiently aware of the facilities available. Information about all services should be collected in one guide which will be freely available in the school library resource centre and the various departments within the school. Meetings of staff responsible for the support services, teachers and local education authority advisers should be held frequently to discuss common needs.

48. The efficiency of administration and service is dependent on good communications. Sufficient telephone lines to ensure adequate links with the schools to be served and other agencies should be provided. The speedy and economical delivery and collection of items made available to schools through support services will require the co-ordination of transport. This should be achieved through a regular programme: vehicles made available on an occasional basis will not meet these requirements.

Glossary

The definitions below refer only to the way these words were used in the context of this document.

AUDIOTAPE	Spool of tape, cassetted tape, and other magnetic carriers of sound signals.
CARREL	A partially enclosed space with some degree of sound proofing in which up to 3 pupils can study materials.
CHARTERED LIBRARIAN	A librarian with full professional qualifications and on the Register maintained by The Library Association.
MICROFORMS	All forms of miniaturised documents, e.g. microfilm, microfiche, etc.
PORTFOLIO	A folder containing collections of print materials.
REALIA	This term embraces specimens of materials and objects in their original form, e.g. fossils, wool.
REPROGRAPHIC	Includes all forms of duplicating and copying.
RETRIEVAL SYSTEM	This embraces all the keys which are necessary to provide information about sources of materials, and to describe and locate materials and information.
STENCILS	Spirit masters, stencils for ink duplicators, offset litho plates.
VIDEOTAPES	This term is used to cover all materials which can be replayed through a television monitor or receiver.

Index

References are to paragraphs.

Accessioning methods 7

Accommodation 12, 14-15, 26-36
  Booths 24, 29, 33
  Carrels 22, 29
  Middle and secondary schools 32-36
  Space allocation and standards 31-36
  Workrooms 31-36

Acquisition of stock 7

Administration 6-18, 37-41, 48

Advisers 7, 17, 25

Advisory bodies 16, 25

Allocation of funds 14, 19

Appraisal equipment 11

Assistant librarian 41

Association for Programmed Learning and Educational Technology 16

Audio visual equipment *see* equipment

Audio visual materials *see* multi-media materials

Bibliographies 16

Book grant 15

Books 2, 19

Booths 24, 33

British Broadcasting Corporation 16

Buildings 14

Capital grants and expenditure 14-15

Carrels 22, 29

Catalogues 4(b), 9, 10, 16, 45

Centralisation of stock 8

Centralised
  Cataloguing and indexing service 45
  Purchasing 7, 8

Centre for Information on Language Teaching 16

Centres, Teachers' *see* Teachers' centres

Chartered librarian 5, 12, 38(a), 41

City and Guilds Certificate 38(b)

Classification 45

Classified guides to material 16

Clerical assistance 38(c), 41

Communication between school and resource centre 39, 47-48

Co-operation and liaison 17, 39

Copyright 12, 44

Curriculum development groups and schemes 12, 16, 43

Dark rooms 12, 31

Display equipment 23

Electric points 22, 31

Electrical equipment 22

Equipment 14-15, 19-25
  Electrical 22
  Production 22, 25
  Storage of 26

Evaluation of material 12

Expenditure 14-15

Facilities for reproduction (inc. reprography) 12, 28-31

Facilities for study 28-29

Field study centres 16

Finance 6, 14, 15

Furniture and fittings 14

Grants 14-15

Group study 24, 29

Guide to sources 16

Independant Television Authority 16

Information retrieval 10, 28, 38(a)

Kits 12, 20

Learning packs 12, 20

Librarians
  Assistant 41
  Chartered 5, 12, 38(a), 41

Library Association 16

Lighting 31, 34

Loan collections 8, 45, 48

Local authority school library service 3, 7, 12, 14-17, 19-21, 45

Local Education Authority 7, 9, 12, 14, 17, 45, 46

Machines 13
  see also equipment

Middle schools 28-36

Multi-media materials
  Provision 19-21
  Storage 11, 30-33

Museums 3, 14, 16

National advisory bodies 16, 25

National Association for the Teaching of English 16

National Audio-Visual Aids Centre 25

National Committee for Audio-Visual Aids in Education 16

National Council for Educational Technology 16, 44

National Foundation for Educational Research 16

Off-air recording 12

Ordering stock 7

Organisation 6-17

Organisations, relevant 16

Organiser of the school library resource centre 15, 37-38, 40-41

Packs, learning 12, 20

Periodicals 16, 19

Primary schools 14, 15, 25(a)(b), 27

Producer/technician 5, 12, 38(b), 41

Production (inc. equipment, materials, services) 12, 25-36

Public libraries 3, 16

Publishers' catalogues 16

Records offices 16

Recurrent grants 14-15

Regional resource centres 46

Reproduction (inc. reprography) 12, 32

Reproduction equipment 25
  see also equipment, production

Reproduction facilities 12, 28-36

Retrieval and information systems 10, 28, 38(a)

School Library Association 16

School library resource centre, Organiser 15, 37-38, 40-41

Index

References are to paragraphs.

School library service 3, 7, 12, 14-17, 19-21, 45

School radio broadcasts 25(b), 31

School television programmes, 12, 25(b), 31

Schools Council 16

Secondary schools 14-15, 25, 28-36

Selection of stock 9

Shelving 11

Sixth form accommodation 29

Sound proofing 33

Source information 16

Space, allocation of 31-36

Staffing 4-5, 12, 15, 37-41

Stock
- Acquisition 7, 19
- Centralisation 7-8
- Control 8-9
- Ordering 7
- Provision 19
- Selection 9
- Storage 11, 31
- Use 19

Storage
- Equipment 26
- Material 11, 12, 30, 31

Study facilities 22, 24, 28-29

Subject departments 8

Subject index 4(b), 11

Support services 9, 21, 42-48

Suspension devices 23

Teachers' centres 12, 14, 17, 43

Teaching staff 5, 9, 17, 37-39

Technicians 5, 13
see also producer/technician

Telephone installation 18, 48

Television facilities 25(b)(d), 29

Types of equipment 19-25

Types of material 19-20

Ventilation 34

Visual Education 16

Work rooms 31-36